ABSTRACT

Asmiati, (2013) :"The Effect of Using SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If, and Next) Strategy toward Students' Ability in Writing Narrative Paragraph at the Second Year of SMAN 1 Batu Hampar Rohil Regency."

The problem of this research were any some of the students did not have enough vocabulary to develop their ideas while writing paragraph, any of the students were not able to write the genre structure or the organization of narrative paragraph, any of the students were not able to conclude the content of narrative paragraph, any of the students were not able to use correct grammar while writing the narrative paragraph, any of students were not able to use correct punctuation, capitalization and spelling or mechanics while writing narrative paragraph. The objective of this research was to find out students' ability in writing narrative paragraph who are taught by using SPAWN strategy, to find out students' ability in writing narrative paragraph who are not taught by using SPAWN strategy, and to find out whether or not there is significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph at the second year of SMAN 1 Batu Hampar Rohil Regency.

In this research, the research design was quasi-experimental. The writer used pretest-post-test, non-equivalent group design, and took two classes as sample; one class was an experimental group and one class was a control group. Each class or group consisted of 34 students. Only experimental group was treated by using SPAWN strategy. The technique of collecting data was the test. The technique of data analysis used Indipendent Sample T-test formula by using SPSS 16 Version.

After analyzing the data, the writer had found that t_{obtain} was 4.590, and t_{table} was 2.00 at 5% level and 2.65 at 1% level, it can be seen that $2.00<4.590>2.65$. It means that H_a was accepted and H_o was rejected. Finally the writer had concluded that SPAWN strategy is an effective strategy that can be used by the teacher to improve students ability in writing ability in narrative paragraph that make the students have ideas while writing their paragraph.

ABSTRAK

Asmiati, (2013):"Dampak dari Pengunaan Strategi SPAWN (Special Powers. Problem Solving, Alternative Viewpoints, What If, and Next) terhadap Kemampuan Siswa dalam Menulis Paragraf Naratif pada Kelas 2 SMAN 1 Batu Hampar Kabupaten Rohil."

Permasalahan pada penelitian ini yaitu, beberapa dari siswa tidak mempunyai kosakata yang cukup untuk mengembangkan tulisan mereka, beberapa dari siswa tidak mampu menulis generik stuktur dari paragraph narratife, beberapa dari siswa tidak mampu menggunakan tata bahasa yang benar ketika menulis paragrafe narrative, beberapa dari siswa tidak mampu menggunakan tanda baca yang benar, tulisan kapital dan pengejaan ketika menulis paragrafe naratife. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis paragraph naratif yang diajarkan dengan menggunakan strategi SPAWN, untuk mengetahui kemampuan siswa dalam menulis paragraf naratif yang tidak diajarkan dengan menggunakan strategi, dan untuk mengetahui apakah ada atau tidak dampak yang signifikan dari kemampuan siswa dalam menulis paragraph naratif dari penggunaan strategi SPAWN terhadap kemampuan siswa dalam memulis paragraph naratife pada kelas 2 SMAN 1 Batu Hampar Kabupaten Rohil.

Pada penelitian ini, jenis penelitian yang digunakan adalah quasi-experimen. Penulis menggunakan pre-post-test, non-equivalent group design dan mengambil dua kelas sebagai sampel; satu kelas adalah kelompok eksperiment dan satu kelas lagi adalah kelas control. Setiap kelas atau kelompok terdiri dari 34 siswa. Hanya kelompok eksperimen yang diberikan perlakuan dengan menggunakan strategi SPAWN. Teknik pengumpulan data adalah test. Teknik analisa data menggunakan rumus *Independent Sample T-tes*t dengan menggunakan SPSS versi 16 agar menemukan apakah ada atau tidak dampak yang signifikan dari kemampuan siswa dalam menulis paragraph naratif dengan menggunakan strategi SPAWN pada kelas 2 SMAN1 Batu Hampar kabupaten Rohil.

Setelah menganalisis data, penulis menemukan bahwa that $t_{obtained}$ adalah 4.590, kemudian t_{table} adalah 2.00 pada level 5% dan 2.65 pada level 1%, dan bisa ditulis 2.00<4.90>2.65. jadi, hal ini berarti bahwa H_a diterima dan H_o ditolak. Akhirnya penulis dapat menyimpulkan bahwa SPAWN strategy adalah sebuah strategy yang efektiv yang dapat digunakan oleh guru untuk memperbaiki kemampuan siswa dalam menulis paragrafe naratife yang membuat siswa mempunyai ide ketika mereka menulis paragrafe.

أسمياتي (   ) : تأثير استخدام استراتيجيات SPAWN (

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لمدرسة عالية الحكومية   باتو همفار روكان هيلير

هذه الدراسة هو   طلاب ليس لديهم   كافية لتطوير كتاباتهم
غير قادرين على يكتب الهيكل العام   ليسوا قادرين على
النحوي الصحيح   ليسوا قادرين على   الترقيم الصحيح
كبيرة والإملائية   .   هذه الدراسة هو
يتم تدريسها استراتيجيات SPAWN
استراتيجيات SPAWN   هناك أو لم تأثير كبير على
استخدام استراتيجيات SPAWN
بالمدرسة عالية الحكومية   باتو همفار روكان هيلير.

هذا النوع من البحث هو دراسة تجريبية شبه.   غير تصميم
يعادل   . يستخدم   فئتين كعينة.   تجريبية   سيطرة
.   34   .أعطيت مجموعة التجريبية   .تقنية جمع البيانات هو   .
تقنية تحليل بيانات باستخدام صيغة عينة   الإحصائي للعلوم الاجتماعية
من أجل إيجاد هناك أو لم تأثير كبير على
استراتيجيات SPAWN   بالمدرسة عالية
الحكومية   باتو همفار روكان هيلير.

استنادا إلى تحليل البيانات   =   =
(   )   (,   ) =
=   (,   )   ,   . وهذا يعني أن يتم قبول ها ويتم رفض
هو   استنادا إلى تحليل البيانات،   أنه من استراتيجيات SPAWN هو . إستراتيجية
التي يمكن استخدامها من قبل المعلمين لتحسين مهارات الطلاب
ديك فكرة عندما يكتبون   .

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The title of this thesis is the effect of using SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If?, and Next) Strategy toward students' ability in writing narrative paragraph at second year of SMAN 1 Batu Hampart Rohil Regency.

In this occasion, the writer would like to express the great thanks to my beloved parents, Safarudin and Zamzimar who always pray for me during my life and who have given me meaningful and useful supports to accomplish this thesis. And, my beloved sisters and brothers, Mazliani, and Marina, Azwin, Azizi, and Arrahman. Who also always pray and support me during my study. Then, the writer would like to thanks to:

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2. Dr. H. Mas'ud Zein, M.Pd the dean of Education and Teacher Training Faculty and all staff,

Tika, Kiky, Suri, Susan, Weni, Yudi and Zul. Thanks for your supports and motivation we always be a classmates and friends forever,

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all, Amin.

Pekanbaru, September 25th, 2013

The writer

<u>ASMIATI</u>
SIN.10914005341

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CHAPTER 1

INTRODUCTION

A. The Background of the Problem

Teaching English cannot be separated with the teaching of the four language skills which includes writing skill. Writing is one of the four language skills that is very important skill in English. It is not easy skill to be learned in English. It is an activity done by the students, which cannot be produced if the writer does not have ability to master the components of writing in which she or he must be able to understand about the components that consist of content, organization, vocabulary, language use and mechanics. According to Richards, and Schmidt "writing is viewed as the result of complex processes of planning, drafing, reviewing and revising."[1] According to Nation, "Writing is an activity that can usefully be prepared by working in the other skills of listening, speaking and reading". This preparation can make it possible for words that have been used receptively to come into productive use.[2] Based on the definitions above, it can be concluded that teaching writing is not easy, in writing, the writer needs some processes how to make good writing.

English is one of subjects learned by the students at SMAN 1 Batu Hampar Rohil Regency. The purposes of learning English for senior high school are as follows:

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[1] Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Longman, 2002), p. 592

[2] I.S.P. Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), p.1.

1. Developing communicative competence in oral and written form to achieve informational level

2. Having awareness about the sense and the significance of English in order to increase national competence in global society

3. Developing understanding of students about the relationship between language and culture[3]

In communicative competence students are able to understand and produce written or oral texts and to apply into four skills such as, listening, speaking, reading and writing. Based on the purpose of learning English above, students in Senior High School must achieve informational level; it means that students are able to access the knowledge with the ability of the language. By learning English, students are able to give opinion and feeling to participate in society. Through learning English students are able to know themselves, their culture and other cultures.[4]

Senior High School 1 Batu Hampar is one of the schools in district Batu Hampar, the school is located on Lintas street in Ujung Tanjung- Bagansiapiapi, Rohil Regency. This school implements school based curriculum (*KTSP*) that includes the contents of the syllabus in teaching English. In Senior High School Batu Hampar, teaching English is taught twice a week with time duration as long as 90 minutes (2 x 45 Minutes), the passing grade for English Subject in SMAN 1 Batu Hampar is 70 point. Based on the syllabus of Senior High school 1 Batu Hampar, writing is one of four skills in teaching English. According to Fulwiler, "the general purpose of writing is usually specified by the assignment: explaining,

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[3]Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. (Jakarta: Unpublished, 2006). p. 307

[4]Depdiknas. *Ibit*.p.38

reporting, analyzing, arguing, interpreting, and reflecting, and soon".[5] Particularly, based on the syllabus of the Senior High School 1 Batu Hampar at the second grade, of the second semester, the standard competence of writing English refers to the ability to express the meaning in monologue text or writing of essay in narrative, spoof and hortatory exposition correctly, fluently, acceptable in context of daily life and also can access the knowledge to the environment[6]. According to Syafi'i et.al, that there are several ways of developing a paragraph: of narration; by description and by exposition, by comparison and contrast, and by cause and effect[7]. Based on the statement above it can be concluded that many kinds of the paragraph and one of them is narration.

Based on the writer's observation and interview, writing has been taught by using some techniques, such as brainstorming, clustering and three phase strategy. Generally, teacher taught the characteristic of the texts based on the genre given including the kinds of the texts, the purpose of the texts, the organizations, and the language features. Then, teacher described the way how to write monologue texts based on technique given at that time and teacher gave some examples to make the students understand about the test that would be given by the teacher. After that, teacher asked students to write monologue texts based on genre given. Finally, teacher and the students could conclude the materials together. Based on the statement above, the teacher actually has been applied interesting strategy in teaching writing. But in fact, based on the teacher's experience in the second year

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[5] Toby Fulwiler. *Collage Writing*.(Boynton : Heinemann.2002).p.11
[6] Tim Penyusun, *Silabus SMAN 1 Batu Hampar 2012/2013*. (Unpublished: Batu Hampar, 2013).p.8
[7] M. Syafi'I s, M Fauzan Ansyari, and Jonri Kasdi. *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI. 2007). p. 16

of SMAN 1 Batu Hampar Rohil Regency some of students still had problem in developing their ability in writing. In the other words, though this school has done a lot of efforts to increase students' ability in writing skill, the students are still difficult to perform their English proficiency. The writer found a lot of problems as follows:

1. Some of the students did not have enough vocabulary to develop their ideas while writing paragraph.

2. Some of the students were unable to conclude the content in writing narrative paragraph

3. Some of the students were unable to write the genre structure of narrative paragraph.

4. Some of the students were unable to demonstrate the main idea of narrative paragraph.

5. Some of the students were unable to use correct grammar while writing the narrative paragraph.

6. Some of students did not have motivation while learning process

7. Some of students did not interest about the material in learning process

Based on the problems above, the writer would like to implement a strategy to solve this problems it called SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What if?, and Next). The writer sees that this strategy was suitable for teaching writing, especially for Narrative paragraph. By using this Strategy, the students were able to develop their writing ability especially for narrative paragraph. Hopefully using SPAWN strategy could help

the students find their ideas if they want to write, in SPAWN strategy each part of the SPAWN could make the students will think more before coming the material directly, such as in Special powers (S part of SPAWN), the students think what happened in the paragraph that teacher gives. So this strategy was suitable to help the students find their ideas while writing paragraph.

Based on problems described above, thus, the writer was interested in investigating these problems by conducting research entitled: "**The Effect of Using SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If?, and Next) Strategy toward Students' Ability in writing Narrative Paragraph at the Second Year of Senior High School 1 Batu Hampar Rohil Regency".**

B. The Definition of the Terms

1. SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If, and Next)

According to Brozo, "SPAWN is an acronym that stands for five categories of writing prompts (*Special Powers*, *Problem Solving*, *Alternative Viewpoints*, *What If*? and *Next*), which can be crafted in numerous ways to stimulate students' predictive, reflective, and critical thinking about content-area topics".[8] SPAWN strategy means that in this research is a strategy that used by the writer to know its effect toward students' ability in writing narrative paragraph at the second year of SMAN 1 Batu Hampar Rohil Regency.

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[8] William G Brozo." *Content Literacy Strategy Description*.(Louisiana Comprehensive Curriculum: Content Literacy Strategies, 2008). P. 20

2. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.[9] In this research, it refers to students' ability in writing narrative paragraph at the second year of SMAN 1 Batu Hampar Rohil Regency.

C. The Problem.

1. Identification of the Problem

Based on the background and phenomena, there were many problems that made students difficult in writing narrative paragraph in English class, not only for expressing ideas but also using correct grammar , the genre of the text or the components in their writing, they were still problematic for their writing. Thus, the problems of this research are identified as follows:

a. Some of the students did not have enough vocabulary to develop their ideas while writing paragraph

b. Some of the students were unable to write the genre structure or the organization of narrative paragraph

c. Some of the students were unable to conclude the content of narrative paragraph

d. Some of the students were unable to use correct grammar while writing the narrative paragraph

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[9] SIL International. 1999. *What are Writing Skills? Version 4*, p.1 (Retrieved on Jun 10, 2012), *www.sil.org/lingualinks/literacy/.../whatare**writingskills**.htm*

e. Some of students were unable to use correct punctuation, capitalization and spelling or mechanics while writing narrative paragraph

f. Some of students did not have motivation while learning process

g. Some of students did not interest about the material in learning process

h. How is the effect of SPAWN strategy toward students' ability in writing narrative paragraph

2. Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems in this research, thus, the problems of this research are limited only about writing ability in writing narrative paragraph that consists of some aspects; content, organization, vocabulary, language use and mechanics. Therefore the writer would like to try the students' writing problem by using SPAWN strategy.

3. Formulation of the Problem

Based on the problems limitation above, thus, this research questions are formulated as follows:

a. How is students' ability in writing narrative paragraph who are taught by using SPAWN strategy at second year of SMAN 1 Batu Hampar Rohil Regency?

b. How is students' ability in writing narrative paragraph who are not taught by using SPAWN strategy at second year of SMAN 1 Batu Hampar Rohil Regency?

c. Is there any significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph at second year of SMAN 1 Batu Hampar Rohil Regency?

D. Objective and Significance of the Research

    1. Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

    a. To find out students' ability in writing narrative paragraph who are taught by using SPAWN strategy at second year of SMAN 1 Batu Hampar Rohil Regency

    b. To find out students' ability in writing narrative paragraph who are not taught by using SPAWN strategy at second year of SMAN 1 Batu Hampar Rohil Regency

    c. To find out there is significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph at second year of SMAN 1 Batu Hampar Rohil Regency

    2. Significance of the Research

Related to the objective of the research above, the significance of the research are as follows:

    a. The research finding is to give the valuable input to the teachers of English at the SMAN 1 Batu Hampar Rohil Regency especially for all teachers of English as an attempt to improve students' writing ability.

b. The research finding are expected to provide both theoretical and practical benefits for teaching English as foreign language, especially for those who have great concerns in teaching writing.

c. Motivating students to improve their writing ability, in order to give chance for students to master English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Writing

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form to interact with the message[1]. On the other words, writing is the process done by the writers to share their ideas to the others. To make the message can be received by the readers or audience, the writers should know to whom the message they want to send. Writing is not only oral representative of the author himself, but also the way of satisfying an un-present audience.

This case makes writing as a complex process. According Hughey et all, "writing is transcription of process of composing ideas: it is not product of thought, but it is actualization and dramatization".[2] Next according to Olshtain in Murcia and Marianne Celse, "writing as communicative activity needs to be encouraged and nurtured during the language learner's course of study".[3] Based on the definition above, it can be concluded that, writing is a complex skill that consist of the message that wants send by writer to the audient.

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[1]SIL International. "*What are writing skills?*" Version 4. 1999. pp.1 (Retrieved on Mei 20, 2010) http//:www.sil.org/lingualinks/literacy/.../whatare**writingskills**.htm

[2] Jane B. Hughey at all, *Teaching ESL Composition: Principle and Technique* (Rowley: Newburry House Publishers. Inc, 1983)p.38

[3]Marianne Celse, Murcia. "*Teaching English As a Second or Foreign Language Third Edition*". (Boston: Heinle & heinle.2001).207

Typically, writing is taught based on a prescribed textbook in primary schools. Most of the teachers always use simple strategy while teaching their students, taking the materials from the textbook and adopting a traditional method. A typical composition lesson goes as follows: the teacher teaches the class a sample of writing in the unit, which usually consists of several sentences describing a person or an object. Then, with the help of some guiding questions, the teacher asks the class to do parallel writing, which means to write a similar text by changing simply the names, pronouns, numbers or some details of the original text. Finally, the students copy the answers to the guiding questions in their exercise books, and submit their 'composition'[4]. According to Richards, and Schmid, "writing is viewed as the result of complex processes of planning, drafting, reviewing and revising".[5] Based on the explanation above we can see that in mastering writing ability we should know about the components of writing is also. These following components are needed in order to create an effective writing.

a. Content

Content discusses about ideas that have been written. It demands you to think creatively in developing your thoughts into written language, excluding all irrelevant information in order that audiences can understand what your message is.[6]

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[4] Gert Rijlaarsdam. *Effective Learning and Teaching of Writing* (Amsterdam: University of Amsterdam, 2005).p.2

[5] Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Longman, 2002). P.592

[6] J. B. Heaton. *Writing English Language Test*. (New York: Longman. Inc., 1990), p. 135

b. Organization

Organization is one of the writing components that tells about flow ideas. It is the way how to construct ideas from one point to others. These ideas should be organized in logical and coherent order. It is characterized by an effective beginning and end, a logical sequence of ideas and clear connection of the topic[7]

c. Vocabulary

Vocabulary is one of components that infuences the audience understanding. In writing, vocabulary represents what the writer intends to say through the way how to select appropriate word in their writing. By selecting vocabulary appropriately, the audiences will be able to visualize and understand the content more clearly. In addition, the writers also need to analyze the value accur in the discourse community in choosing the vocabularies.[8]

d. Language Use

Heaton says " language use is the ability to write correct and appropriate sentences". [9] This is component is important because it concerns with accuracy of what you write. Not only clarity of expression is considered but also the correctness of the usage in term of grammar must be compounded as well as possible.

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[7]Ontario.*A Guide to Effective Instruction in Writing*, pp. 1.15-1.16, (retrieved on Desember, 27th 2012), http://etfo-ot.net/.../2009/06/guidetoeffectivewritingk-31.pdf

[8]Melgis Dilkawati Pratama. *Teaching Writing: A Handbook of Teaching Productive Skilss*. Pekanbaru: RIZQY Grafika, 2012. p. 15

[9]Heaton, J. B. *Writing English Language Test. (*New York: Longman. Inc.,1990). p. 135

e. Mechanic

In component of mechanics, there are two common term are used, that is spelling and punctuation, which dominate in writing[10]. In writing, the correct usage of spelling is needed in order to get the right meaning of the paragraph or essay and punctuation system is to reveal structure.

According to Nation, "Writing is an activity that can usefully be prepared by working in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use".[11] Based on some definitions above it can be concluded that writing is not an easy job that writers want to do, many components, they should know. For simple example, such as they want to send the message but grammar we use is not correct, it can make the audience confused while getting the message, about the time of the information, and etc.

> According to Grobowsk in Weigle, Writing as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of culture and educational participation and maintenance of one's rights and duties, the fact that writing is more standardized than speaking that allows for a higher degree of sanctions when people deviate from the standard[12]. According to Torrance et all, writing is a visual representation of spoken language. Whatever specific form of writing, a writer is engaged in what they have to be able to transcribe language according to the observations of a particular

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[10]Vivian Cook, "Review Article", *The English Writing System,* (2004), p. 4

[11]I.S.P. Nation. *Teaching ESL/EFL reading and Writing*. (New York: Routledge, 2009).p.1

[12]Sara Cusing Weigle. *Asessing Writing*. (Cambridge: Cambridge Universitas press, 2002).p.4

writing system, and be able to decode visual symbols into their corresponding meaning.[13]

According to Olshtain in Celce and Murcia, "writing as a communicative activity need to be encouraged and nurtured during the language learners's course of study".[14] Meanwhile, "writing ability is specific ability which helps writers to put their ideas into words in meaningful form to interact with the message",[15] and according to Hughey, reading, vocabulary, and grammar skills are employed in the act of writing[16]. Writing is a complex skill. It requires considerable effort and time to master it.[17] Based on some definitions above, it can conclude that, writing is not simple process that focuses on the writers' opinion but also all the components that include in it while sharing the message to the audience with good writing.

Now we talked about Narrative Paragraph, every writer also needs to know the pattern of paragraph development. There are many kinds paragraph. They are: narration, description, comparison and contrast, and cause and effect. Briefly, the writer focuses on developing paragraph by narration. Narration is storytelling. Whether it tells a true story or fiction, and narrative is typically written in the first person (did this or that), but don't go overboard. Nor every sentence-or even every other sentence-should include. Narrative paragraph is the story that consists of the story related to past time. According to Hornby in

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[13]Mark Torrance et all, *Writing and Cognition: Research and Application* (Cambridge: Elsevier, 2007)p.126

[14] Marianne Celce-Murcia. *Opcit.* p. 207

[15] SIL International. *Opcit*. P.1

[16] Jane. B Hughey. *Opcit*. P.6

[17] Steve Graham. *Effective Writing Instruction For All Students* (NEO: Vanderbilt University:)p.4

Syafi'i, Narrative means story or orderly account of events.[18] A narrative paragraph tells a story. Usually, writers write a narrative to share an important event.[19]

According to Dunbar in Syafi`i, the narration, like description, particularizes rather than generalizes; it deals with the concrete rather than abstract. An appropriate narration can strengthen an enliven, almost anything you write. With it, you not only inform your readers but also stimulate their imagination, so that they feel as if they themselves are experiencing the events you present, not merely hearing about them.[20] So, based on some definitions above, narrative paragraph is story that consists of the information informed by the writers to the readers related to past time.

Meanwhile according to Winter, narrative paragraph is the way to present a story that consists of events that happen one after the other. The story you tell can be true or fictional. Any time you relate actions that take place over a period of time you are writing a narrative.[21] and also narrative paragraph tells a story. Events are told in chronological order, or the order in which they took place. When you write about something that has happened to you yourself, you are writing a first –person narrative. A well written narrative paragraph begins with a

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[18] .Opcit. Hornby (1973) in Syafi'i.p.58

[19]Leon. *"Narrative Paragrap"*. (Retreived 12 Mei 2013). http://www.pass.leon.k12.fl.us/All%20Books/3d%20LA3%20SB%20Unit%203%20209-230.pdf.p.1

[20] Opcit. Dunbar (1973) in Syafi`I.p.58

[21] Winter. *"Writing Paragraphs & The Writing Process"*.(Canada: National Literacy Secretariat of Human Resources Development,1999).p.40

topic sentence, then tell about happened in chronological order.[22] More specific

the kinds of narrative paragraph, they are

a. a retelling of events(true story)

b. a fictional story put forward as real events

c. a fictional story of any kind – simple or science fiction[23]

Based on the definitions above many kinds relate to writing narrative

paragraph, are not only the kinds of narrative itself but also many others. When

writing narrative paragraph should have some basics, they are Orientation, where

the writer wants to sketch in or create the possible world of this particular story. In

orientation, the writer will introduce the participant or the characters of the story

with the time and place set to the audience. Then, it is continued by complication,

where crisis or problem that arrives in series of event of the story will determine

whether the story "lives" or not. Complication will nudge the emotion of the

audience by discribing the action or events that accure in the story. Finally, it is

closed by resolution. It states in the end of the story, which tells problem solved.

It can be happy or sad ending. [24] The other source tells different term about

generic structure of narrative paragraph, but still has the same meaning, such as

Narratives also have special names for each part, some are familiar, and they are:

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[22]Missloader. *"The Narrative Paragraph"* (Retrieved on 12 Mei 2013). .http://missloader.weebly.com/uploads/1/5/8/9/15896756/narrative.pdf. p.1

[23]Slcharlton."*Narrativeparagraph*".http://slcharlton.files.wordpress.com/2010/09/narrative-paragraph examples-and-brainstorming.pdf.p.1

[24]English Online Home. "*Narrative*"(Retrived on February, 6th 2013), http://englishonline.tki.org.nz/English-Online/Teacher-needs/.../Narrative.p.1

Introduction (A): Also called the exposition, this part of the story introduces the setting, characters and opening situation.

Inciting Action (B): also called the crisis, this single, sudden or special event starts the story going because something changes.

Rising Action (C): the interest level increases usually due to problems, setbacks or complications which are also called crises (plural of crisis)

Climax (D): the point of highest interest. Everything else that happens is affected by the moment or event in the climax. In Hollywood movies the climax usually comes in the last five minutes of the film.

Falling Action (E): events unravel or unfold because of something that happened in the climax. Think of dominoes that are sent tumbling in a row.

Denouement (F): The final resolution of the plot in which some or all of the loose ends of the plot are tied up.[25]

From two definitions above, although different ways they express about the generic structure of narrative paragraph but the meaning is still same. The first writer gives simple definition about the generic structure of narrative paragraph, but the second writer gives more specific about the explanation for each of the generic structure, also using different term. Many kinds of the examples of narrative paragraph that has more than one complication and also resolution, it is related to the explanation of second writer.

In addition, a narrative paragraph also has language features. Language features are also known as lexico grammar features. They are as follow:[26]

a. Focus on specific and individualized participants with defined identities.

Major participants are human, or sometimes are animals with human characteristics.

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[25]Areynolds. "*The Narrative Paragraph*". (Retreived on 12 Mei 2013). http://www.areynolds.org/downloads/narrative-writing.pdf.p.3
[26] *Ibid*. p. 24

b. Use of action verbs (material processes).

Action verbs are verbs that show what happen and what someone does or what is done.

c. Use of some of behavioral and verbal process.

Behavioral process is process which deal with human psychological and physiological behavior such as, dreaming, smiling, walking, etc. Meanwhile, verbal process deals with describing the process of saying or symbolically signaling, for example telling, saying, warning, etc. It can be in direct or indirect speech.

d. Use of relational process and mental process

e. Normally, use of past tense

f. Use of temporal conjuction and temporal circumstances.

g. The use of conjuction is connected with time where action take place.

h. Can be written in the first person or third person.[27]

Based on the text book that used by the students in learning process at the school process their writing in narrative paragraph should explain about orientation, complication, re-orientation, action verb, temporal connective and use simple past, so while writing the students should applied.[28]

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[27]Perpustakaan UPI. *Writing, NarrativeText and FilmTrailer* pp. 16-17 (Retrived on February, 6th 2013)http://repository.upi.edu/operator/upload/s_c0351_045964_chapter_ii.pdf

[28] Th. M. Sudarwati. Eudia Grace. *Look Ahead An English Course 2*. (Jakarta: Erlanga, 2006) p. 154

2. The Context of SPAWN Strategy

SPAWN strategy is found by Martin, Martin, & O'Brien 1984 in Daiva Penkauskiene, "SPAWN strategy can be used to increase writing ability; this strategy is an acronym that stands for five categories of writing options. These categories offer teachers endless possibilities for generating thought-provoking and interesting prompts related to a topic of study. These prompts are designed to elicit considered and critical written responses by students".[29] According to Brozo & Simpson in Penkauskiene ,"Teachers from a variety of levels and subject areas have found *SPAWN* writing to be a speciall help in stimulating students' creative and critical thinking, while also providing a way for them to reflect on their new knowledge".[30]

This strategy is suitable for increasing writing ability. Writing is not as easy matter, the writer should know that the components that involve writing ability Moreover for the Senior High School students were to write well, because the fact, many students at senior high school are still not able to write well, it can occur because they are still not able to apply the components how to write well. This explanation is suitable with Arkansas Department SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If, Next) Teacher Strategies to Increase Writing Skills.[31]

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[29] Daiva Penkauskiene. *Thinking Classroom, A journal of reading, writing and Critical Reflection.* (International Reading Association: Klaipedos, 2003).p. 44.

[30] Daiva Penkauskiene. *Lo.cit*.p. 44.

[31] Arkansas Departement. *SPAWN strategy.* (retrieved 0n 1 march 2012. http://www.arstudentsuccess.org/intervention-tools-and-resources/literacy/literacy-matrix/grades-9-12/writing/writing-to-learn-spawn.html).P. 1

SPAWN is an acronym that stands for five categories of writing prompts (*Special Powers*, *Problem Solving*, *Alternative Viewpoints*, *What If*? and *Next*), which can be crafted in numerous ways to stimulate students' predictive, reflective, and critical thinking about content-area topics.[32] SPAWN is an acronym that stands for five categories of writing options. These categories offer teachers endless possibilities for generating thought-provoking and interesting prompts related to a topic of study.[33] The examples of activity done by the students for based on this strategy are:

S (Special Powers)

Students are given the power to change some aspect of the text or topic. Their writing should explain *what* was changed, *why*, and the *effects* of the change.

P (Problem Solving)

Students are asked to write possible solutions to problems posed or suggested by the books being read or material being studied.

A(Alternative Viewpoints)

 Students write about a topic or re-tell a story from a unique perspective.

W (What If?)

Similar to *Special Powers*, the teacher introduces a change in some aspects of the topic or story, then asks students to write based on the change.

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[32] Brozo G. Wiliam." *Content Literacy Strategy Description*.(Louisiana Comprehensive Curriculum: Content Literacy Strategies, 2008). P. 20

[33] Daiva Penkauskiene. *Opcit*.P.44

N (Next)

Students are asked to write anticipation of what the author will discuss next, explaining the logic behind their conjecture

In teaching and learning process we always find that some of the teachers commonly use simple strategy while teaching their students, taking the materials from the textbook and adopt with a traditional method or strategy, but the fact their students cannot write well, because the students do not habit to write their writing, because the strategy always make them passive in learning. Based on the explanation above, it can be seen that, this strategy can make the students easier while getting the ideas, because in here they will try to find many ideas for each part of the strategy. Based on the ideas that they got before they can write, they will also try to predict what happened in story.

The Using of SPAWN Strategy toward Students' Ability in Writing Narrative Paragraph, According to Martin, martin & O' Brien in Brozo in Penkauskiene, SPAWN is an acronym that stands of five categories of writing option. These categories offer teachers endless possibilities for generating thought-provoking and interesting prompts related to a topic of study. These prompt are designed to elicit considered and critical written responses by students. Examples of SPAWN Prompts for the Topic is Malin kundang story, SPAWN prompts can be used to prepare students to learn new information about the topic or reflect on what has been learned. Students should receive one prompt on any given day as the topic of Malin kundang story is covered. SPAWN prompts can be written on the whiteboard for students to find as they enter the classroom So

based on the explanation above we can see that this strategy can be used to increase writing skill especially for Narrative paragraph. Because here the teacher will make the students think more that what they know before, in here the students will do the activities based on each part of this strategy. According to Brozo, the procedure of SPAWN strategy as follows:

1. Begin by targeting the kind of thinking students should be exhibiting. If they are to anticipate the content to be presented or reflect on what has just been learned, then certain prompts work best.

2. Next, select a category of *SPAWN* that best accommodates the kind of thinking about the content you would like students to exhibit. For example, if you want students to regard recently learned material in unique and critical ways, the Alternative Viewpoints category prompts writing of this nature. If, on the other hand, you desire students to think in advance about an issue and brainstorm their own resolutions, the Next and Problem Solving prompts may work best.

3. Then present the *SPAWN* prompt to students. This can be done by simply writing it on the board or projecting it from the overhead or computer. If an anticipatory prompt, students will need to see it and begin writing before the new material is presented. If a reflective prompt, it should be revealed after new content has been covered.

4. Allow students to write their responses within a reasonable period of time. In most cases prompts should be constructed in such a way that adequate

responses can be made within 10 minutes. Students should be asked to copy the prompt in their learning logs before writing responses and record the date.

5. Students can share their SPAWN responses with a partner or the class to stimulate discussion heightens anticipation, and check for logic and accuracy.

6. Instead of a thorough assessment of students' *SPAWN* writing; most teachers who use this strategy give simple grades such as points for completing responses.[34]

B. The Relevant Research

According to Syafi`i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, writers have to analyze what the point was focused on, inform the design, finding and conclusion of the previous research.[35]

1. Beverly J. Hearn,[36] conducted a research which entitled" Practical Exercise-SPAWN in Reading Comprehension". SPAWN strategy was an effective strategy in teaching reading. He said that SPAWN was designed to engage students in critical thinking, to encourage creativity and alternative points of view, and to apply what has been learned in order to insure relation, and also SPAWN was strategy for opening the doors to new thought. SPAWN is a post-reading strategy that engages students in using the information they have learned. For the result he found that SPAWN give a sense of

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[34] William G. Brozo. *Opcit*.P.20

[35] M. Syafi'I. *from Parargraph To A Research Report: A Writing Of English For Academic Purposes.* (Pekanbaru: LBSI, 2011).p.122

[36]Beverly J. Hearn. *Practical Exercise-SPAWN in Reading Comprehension*. (New York: University of Tennessee at Martin, 2007).p.243

empowerment to the students: he realized that the history made by individual and that the world we live in would be different if past leaders had pursued different option.

2. Wendelin Van Dranen,[37] conducted a research which entitled "The effectiveness of using SPAWN Strategy toward students' Reading comprehension" This is a strategy to be used after reading a passage of the novel in which particular conflicts are presented. For this particular novel, a plausible and effective place to stop and have students conduct a SPAWN reading would be after they read. So he had concluded that this strategy could be used in learning process especially in reading comprehension.

Though some studied of Spawn strategy have been researched for reading comprehension in this research, the writer would like conducting a research entitled The Effect of Using SPAWN Strategy toward Students' Ability in Writing Narrative Paragraph at the Second year of SMAN 1 Batu Hampar Rohil Regency. In this research, the writer tried to find out the significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph at the Second Year of SMAN 1 Batu Hampar Rohil Regency in academic year 2012/2013

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[37] Wendelin Van Dranen " *The Effectiveness of using (SPAWN) Special Powers, Problem Solving, Alternative Viewpoints, What if and Next Toward Reading Comprehension* (*Brigham Young University, 2011*) p. 2

C. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. Therefore, in analyzing the problem in this research, they are two variables used. The first is SPAWN strategy which refers to the teacher's strategy in teaching writing. The second is students' ability in writing narrative paragraph. SPAWN strategy is an independent variable and students' ability in writing narrative paragraph is a dependent variable. To operate the investigation on the variable, the writer works based on the following indicators:

1. The indicators of SPAWN strategy are as follows:

   a. The teacher gives the students prompt related to a topic of what just been learned by them

   b. The teacher asks the students to think in advance about issue.

   c. Then the teacher brainstorms their own resolution after selecting the best category of SPAWN that accommodates the kind of students' thinking.

   d. The teacher presents the SPAWN prompt to the students. This can be done by simply writing it on the whiteboard.

   e. The teacher allows the students to write their responses (within 10 minutes)

f.   The teacher gives the students time to share SPAWN responses with their partner for the checking of logic and accuracy[38].

2. The indicators of students' writing Ability in Narrative paragraphs are as follows:

a.   The students are able to write the ideal sentences that refers to orientation in the narrative paragraph.

b.   The students are able to write the ideal sentences that refers to complication in the narrative paragraph.

c.   The students are able to write the ideal sentences that refers to resolution in the narrative paragraph.

d.   The students are able to write action verb in the narrative paragraph.The students are able to write temporal connectives in narrative paragraph.

e.   The students are able to use simple past tense in the narrative paragraph.[39]

D. The Assumption and the Hypothesis

1.   The Assumption

In this research, the researcher assumes that (1) students' ability in writing narrative paragraph is various, and (2) SPAWN strategy is assumed to contribute to the significant difference of students' ability in writing narrative paragraph.

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[38] William G. Brozo.*Opcit*.p.18

[39] *Opcit*. Th. M. Sudarwati, Eudia Grace.

2. The Hypothesis

Based on the assumption above, hypothesis of this study can be forwarded as follows:

a. **H_a:** There is any significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph between students who are taught by using SPAWN strategy and those who are not taught at the second year of SMAN 1 Batu Hampar Rohil regency

b. **H_o:** There is no significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph between students who are taught by using SPAWN strategy and those who are not taught at the second year of SMAN 1 Batu Hampar Rohil regency

CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research is an experimental research. According to Lodico, et al, Experimental research is the thought by many to be the only type of research that can suggest true causal relationships. Experimental research is distinctive from other forms of quantitative research that the researcher controls for or manipulates how groups of participants are treated and then measures how the treatment affects each group.[1] The students were administered by giving pre-test at the beginning in order to know their abilities in writing narrative paragraph. After that they were given the treatment in the middle. At the end, they were given post-test.

There were two variables, SPAWN strategy and students' ability in writing narrative paragraph. SPAWN strategy was as an independent variable, while students' ability in writing narrative paragraph was as dependent variable. Therefore the experimental class was provided with pre-test, treatment, and post-test. This research used a quasi-experimental design: the pretest-post-test, non-equivalent group design. It can be drawn in the following schema:

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[1] Marguerite G. Lodico. *Methods in Educational Reseach*.(Josse Boss: a Wiley Imprint, 2010)p.282

The research Design

Experimental O_1 X O_2
- - - - - - - - - -
Control O_3 O_4

Where: E   = experimental group

                 C   = control group

                 O_1 = pre-test in experimental group

                 O_3 = pre-test in control group

                 X   = Receive particular treatment

                 O_2 = post-test in experimental group

                 O_4 =post-test in control group[2]

B. The Subject and Objective of the Research

The subject of this research was the second year students of Senior High School 1 Batu Hampar in 2012/2013 academic years, and the objective of this research was the effect of using SPAWN strategy toward students' ability in writing narrative paragraph.

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[2] Louis Cohen, Lawarence Manion and Keith Marrison. *Reseach Methods in Education.*(New York: Routlrdge.2007)p.283

C. The Location and the Time of the Research

This research was conducted at Senior High School 1 Batu Hampar located on Jl. Lintas Ujung Tanjung Bagan Siapiapi Rohil Regency. The duration of the research was from March to April 2013.

D. The Population and the Sample of the Research

The population in this research was the second year students of Senior High School 1 Batu Hampar. They were divided into 5 classes, 4 classes for social, and 1 class for science and the total numbers of students was 202 students.

Table III.1
The Total Population Of The Second Year Students Of SMAN 1
Batu Hampar 2012-2013

No	Class	Male	Female	Total
1	XI IPS 1	18	18	36
2	XI IPS 2	18	18	36
3	XI IPS 3	18	29	37
4	XI IPS 4	20	19	39
5	XI IPA	12	32	44
	Total	86	116	202

Based on the design of the research above, the population above was large enough to be taken all as sample of the research. Because they were homogenous or because all samples had the same characteristic, the writer used Cluster sampling to choose the classes to be the sample. So the writer selected two groups of the students to be taken as sample in which XI IPS 1 as an experimental group, and class XI IPS 2 as a control group. The experimental group consisted of 36 students, while the control group consisted of 36 students also, but not all of them could be the sample of the research because there were 2 students each of class did not often attend during the meeting so that the sample of the research was 34

students. According to Hartono, "if the samples consist of 30 or more, it is called the big sample".[3]

Table III.2
The Total of Sample at Second Year Students of Senior High School 1 Batu Hampar.

No	Class	Students		Number of Students
		Male	Female	
1	XI IPS1 (Experimental Class)	18	18	36
2	X IPS 2 (Control Class)	18	18	36
Total				72

E. The Technique of Collecting Data

1. Test

In this research, the writer also used writing test to collect data. The test was used to find out the students' ability in writing narrative paragraph. The test was done twice, before and after giving the treatment intended to obtain students' ability in writing narrative paragraph at the second year of SMAN 1 Batu Hampar Rohil regency. So, based on the explanation above, the writer concluded that, the data of this research was scoring of the students' ability in writing narrative paragraph obtained by giving a pre-test conducted before giving the instruction and post-test was given after teaching and learning process within six meetings for each class, the totally, the writer needed eight meetings that included pre-test treatment and post-test. The aim of test was to measure how many students understand about the materials that teacher has given. The questions were given in

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[3] Hartono. *Statistic untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008). P. 207-208

the pre-test, the same as post-test. The students' ability in writing narrative paragraph was measured by using writing assessment used by the writer while doing experiment. To measure the students' ability in writing narrative paragraph, the writer used writing assessment used by the English teacher of Senior High School 1 Batu Hampar Rohil Regency (see appendix 3)

To collect the data, the writer used the result of the students' ability in writing narrative paragraph. They were evaluated by using five components; content, organization, vocabulary, grammatical order and mechanics. Each component has its score which is 1 as the lowest score and 4 as the highest score and the total score of all components are 20. Then, the score was interpreted into the following category. [4]

1. 80 – 100 = A (Very good)

2. 66 – 79 = B (Good)

3. 56 – 65 = C (Enough)

4. 40 – 55 = D (Less)

5. 30 – 39 = E (Bad)

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[4] Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan : Edisi Revisi.* (Jakarta: Bumi Aksara, 2009), p. 245

2. The Reability and Validity

The reliability is the degree to which a test consistently measure whatever it is measuring.[5]The following table is the categories of reliability test used in determining the level of the reliability of the test:

Table III.3
The Level of Reliability

No	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very high

(Taken from Tinambunan in Meltiawati in Zelly)[6]

In determining the reliability of the test in the reseach, the writer used inter-rater reliability formula because the writer used two raters in assessingand giving score of students' writing.The scores given by rater 1 were correlated to scores given by rater 2. The higher correlation, the higher inter-rater reliability is. As explained by Henning that, "if rating of students' result of the test is rated by two or more judges or raters, the correlation between raters should be interrcorrelated. Then, the intercorrelation of the raters is used in finding the reliability of the test".[7] To determine the correlation between scores given by rater 1 correlated to scores given by rater 2, the writer used *Pearson Product Moment* formula through SPSS 16 version.

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[5] L.R. Gay and Peter Airisian, *Educational Research: Competences for Analysis and Application*. Sixth Ed. (New Jersey: Prentice-Hall, Inc, 2000), p.169

[6]ZellyPutriani."The Correlation between Reported Speech Mastery and Speaking Ability of the Second Year Students of SMKN 1 Pekanbaru". (Pekanbaru: Unpublished, 2011), p. 35

[7]Grant Henning,*AGuide to Language Testing: Development, Evaluation and Research*. (Boston:Heinle&Heinle Publisher, 1987) pp. 82-83

r product moment can be obtained by considering the degree of freedom (df) as follows:

df =N-nr

where:

df= the degree of freedom

N = number of cases

nr = the total variable correlated

Statistical the hypotheses are:

H_o: $r_o < r_t$

H_a: r_o r_t

H_o is accepted if $r_o < r_t$ or there was no significant correlation between scores given by rater 1 and rater 2

H_a is accepted if r_o r_t or there was a significant correlation between scores given by rater 1 and rater 2

Next, the writer used the *Spearman-Brown Prophecy Formula* to find the final reliability obtained between two raters. The following is the formula:

$$r_{tt} = \frac{n r_{A,B}}{1+(n-1)r_{A,B}}$$

Where:

r_{tt} = inter-rater reliability

n = the number of raters whose combined estimates from the final

mark for the examinees

$r_{A,B}$ = the correlation between raters, or the average correlation among all raters if there are more than two.[8]

The following table describes the correlation between scores given by rater 1 and rater 2 by using *Pearson Product Moment* formula through SPSS 16 version.

Table III.4
Correlations

Correlations

		Rater1	Rater2
Rater1	Pearson Correlation	1	.480[**]
	Sig. (2-tailed)		.004
	N	34	34
Rater2	Pearson Correlation	.480[**]	1
	Sig. (2-tailed)	.004	
	N	34	34

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that the cooficient of correlation product moment $r_{obtained}$ (r_o) between scores given by rater 1 and rater 2 is 0.480. Before compering it to r_{table} (r_t), the writer obtained the degree of freedom

df = N – nr

df = 34 – 2 = 32

After obtained, the degree of freedom (df) =32, the cooficient product moment $r_{obtained}$was compered to r_{table}, either at level 5% or 1%. At level 5%,

[8]*Ibid.,* p. 83

$r_{table}$is 0.325; while at level 1% $r_{table}$is 0.418. Based on r_{table}, it can be analyzed that (r_o) is higher than (r_t) either at level 5% and 1%. It is clear that 0.325 < 0.480 > 0.418. So that, the writer concluded that H_o is rejected and H_a is accepted. It means there was a significant correlation between scores given by rater 1 and rater 2.

Besides, the tests used also had the validity. A test is said to be valid if it measures accurately what it is intended to measure.[9] In the reseach, the writer used content validity. According to Sugiyono, content validity is a kind of test that is used to measure achievement and the effect of treatment or program. To measure achievement, the test must be created based on appropriate material, easy to be comprehended or suitable with students' level.[10] The test of the reseach was appropriate to students' knowledge and it was familiar materials to the students' daily life.

F. The Technique Data Analysis

In other hand to analyze students' ability in writing narrative paragraph, the writer used graduated standard of English lesson in Senior High School 1 Batu Hampar of Rohil Regency (SKL) that was 70. It means for those who get score < 70, they do not pass graduated standard (SKL), while for those who get score ≥ 70, they pass graduated standard (SKL).

In this reseach, the data was analized by using statistical method. The writer used score of post- test of the test of the experimental and control groups.

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[9]Athur Hughes, *Testing for Language Teachers* . Second Ed. (Cambridge: Cambridge University Press, 2003), p. 26

[10]Prof. Dr. Sugiyono. *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif dan R&D.* (Bandung: Alfabeta, 2011), p. 176

The writer analyzed the data by using T-test to know whether the result of the research was statistically. The data was analyzed by using SPSS 16. The t-obtained value was consulted with the value of t-table at the degree of freedom (df) = (N_1+N_2) -2 statically hypothesis:

Ha   : $t_o > t_{table}$

Ho   : $t_o < t_{table}$

Ha is accepted if $t_o > t_{table}$ or there is significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph.

Ho is accepted if $t_o < t$ – table or there is no significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph

Then, the writer used coefficient Determinant formula (K_p) to find out the percentage of coefficient effect (K_p) the using of SPAWN strategy toward students' ability in writing narrative paragraph at the second year of SMAN 1 Batu Hampar rohil regency,the formula was taken in iqbal as quoted in Offie as follows:[11]

$K_p = r^2$ x 100%

[11] Offie Trisia. The Effect of Using Sociodrama toward Students' Interest in Learning Speaking English of the Second year at State Senior High School 12 Pekanbaru (Pekanbaru: Unpublished, 2013), p,26

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Description

The data of the research was the scores of the students' pre-test and post-test. The writing test was about writing narrative paragraph evaluated by concerning five components: content, organization, vocabulary, language use and mechanic of writing. Each component had its score. In the research, the total score of pre-test and post-test was significantly different. The total score of post-test from control class was 1901 while the highest score was 72 and the lowest score was 42. The total score of post-test from experiment class was 2208 while the highest score was 78 and the lowest score was 52.

B. Data Presentation

1. The Data Presentation of Students' Ability In Writing Narrative Paragraph

The data of the research was the score of the students' pre-test and post-test from experimental and control groups. It was collected through the following procedure:

a. At pre-test and post-test, students were asked to write narrative paragraph based on the writer's instruction, asked them to choose one of the interesting topics based on their own knowledge:

   1. Cinderella
   2. Malin Kundang

3. Sangkuriang

b. Write a narrative paragraph consists of orientation, complication, and resolution at least three paragraphs. (see appendix 3)

c. Then, it was collected in order to evaluate the appropriate content, vocabulary, language use, organization, and mechanics.

d. The writer used two raters to evaluate the students' writings.

e. The writer added the scores from the raters and divided it. (see appendix 6)

2. Students' Ability In Writing Narrative Paragraph Who Are Taught By Using SPAWN Strategy

a. Description of Students' Pre-test Scores from Experimental Class

The following table is the description of students' pre-test scores from experimental class.

Table IV.1
The Score Of Pre-Test For Experimental Class

No	Students	Score
1.	Student 1	44
2.	Student 2	56
3.	Student 3	42
4.	Student 4	50
5.	Student 5	56
6.	Student 6	44
7.	Student 7	46
8.	Student 8	50
9.	Student 9	70
10.	Student 10	66
11.	Student 11	62
12.	Student 12	48
13.	Student 13	52
14.	Student 14	66
15.	Student 15	54
16.	Student 16	60
17.	Student 17	66
18.	Student 18	52
19.	Student 19	46
20.	Student 20	48
21.	Student 21	50
22.	Student 22	52
23.	Student 23	54
24.	Student 24	50
25.	Student 25	48
26.	Student 26	52
27.	Student 27	46
28.	Student 28	48
29.	Student 29	46
30.	Student 30	50
31.	Student 31	52
32.	Student 32	50
33.	Student 33	52
34.	Student 34	60

Based on the table above, it can be seen that there was 1 student who got score 42 (2.9%), 2 students got score 44 (5.9%), 4 students got score 46 (11.8%), 6 students got score 48 (11.8%), 17 students got score 50 (17.6%), 6 students got

score 52 (17.6%), 2 students got score 54 (5.9%), 2 students got score 54 (5.9%), 2 students got score 60 (5.9%), 1 student got score 62 (2.9%), 3 students got score 66 (8.8%), 1 students got score 70 (2.9). The highest frequencies are 6 at the score of 50 and 6 at the score of 52. The total frequency is 34.

Table 1V. 2
Statistical Description of Students'
Pre-test Scores from Experimental Class

N	Valid	34
	Missing	0
Mean		52.59
Std. Error of Mean		1.205
Median		51.00
Mode		50
Std. Deviation		7.024
Variance		49.340
Range		28
Minimum		42
Maximum		70
Sum		1788

From the table above, it shows that mean of the data is 52.59, standard error of mean is 1.205, median is 51.00, mode is 50, standard deviation is 7.024, variance is 49.340, range is 28, minimum score is 42, maximum score is 70, and the total score is 1788. It can be seen, the percentage of good was 15 the percentage of enough was 12 and the percentage of less was 73. It was clear that 5 students were categorized into good in their ability in writing narrative paragraph.Then, the interpretation of students' score categories can be seen through the following chart:
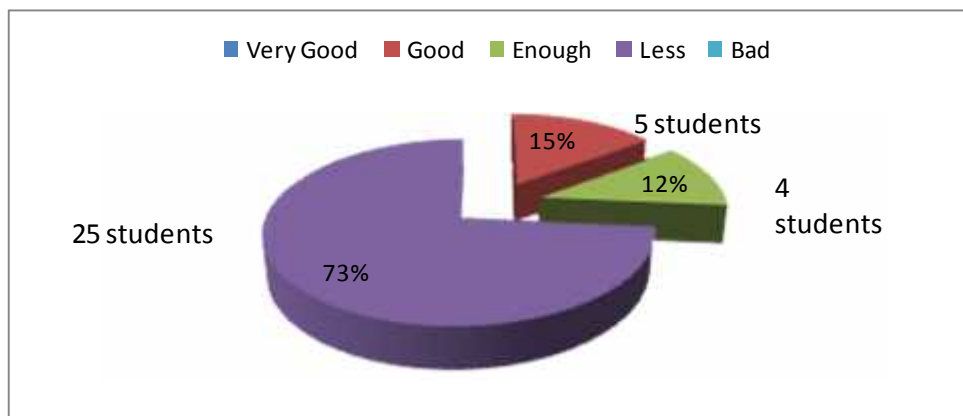
It can be seen, the percentage of pgood was 15 the percentage of enough was 12 and the percentage of less was 73. It was clear that 5 students were categorized into good in their ability in writing narrative paragraph

b. **Description of Students' Post-test Scores from Experimental Class**

The following table is the description of students' post-test scores from experimental class.

Table IV.3
The Score Of Post-Test For Experimental Class

No	Students	Score
1.	Student 1	66
2.	Student 2	62
3.	Student 3	64
4.	Student 4	74
5.	Student 5	76
6.	Student 6	62
7.	Student 7	56
8.	Student 8	66
9.	Student 9	72
10.	Student 10	70
11.	Student 11	78
12.	Student 12	60
13.	Student 13	54
14.	Student 14	74
15.	Student 15	64
16.	Student 16	62
17.	Student 17	72
18.	Student 18	54
19.	Student 19	56
20.	Student 20	70
21.	Student 21	58
22.	Student 22	74
23.	Student 23	64
24.	Student 24	56
25.	Student 25	54
26.	Student 26	60
27.	Student 27	76
28.	Student 28	52
29.	Student 29	70
30.	Student 30	64
31.	Student 31	78
32.	Student 32	58
33.	Student 33	60
34.	Student 34	72

Based on the table above, it shows that there was 1 student who got score 52 (2.9%), 3 students got score 54 (8.8%), 3 students got score 56 (8.8%), 2 students got score 58 (5.9%), 3 students got score 60 (8.8%), 3 students got score

62 (8.8%), 4 students got score 64 (11.8%), 2 students got score 66 (5.9%), 3 students got score 70 (8.8%), 3 students got score 72 (8.8%), 3 students got score 74 (8.8%), 2 students got score 76 (5.9%), 2 students got score 78 (5.9%). The highest frequency is 4 at the score of 64. The total frequency is 34.

Table IV. 4
Statistical Description of Students'
Post-test Scores from Experimental Class

N	Valid	34
	Missing	0
Mean		64.94
Std. Error of Mean		1.344
Median		64.00
Mode		64
Std. Deviation		7.835
Variance		61.390
Range		26
Minimum		52
Maximum		78
Sum		2208

From the table above, it shows that mean of the data is 64.94, standard error of mean is 1.344, median is 64.00, mode is 64, standard deviation is 7.835, variance is 61.390, range is 26, minimum score is 52, maximum score is 78, and the total score is 2208. Then, the interpretation of students' score categories can be seen through the following chart:
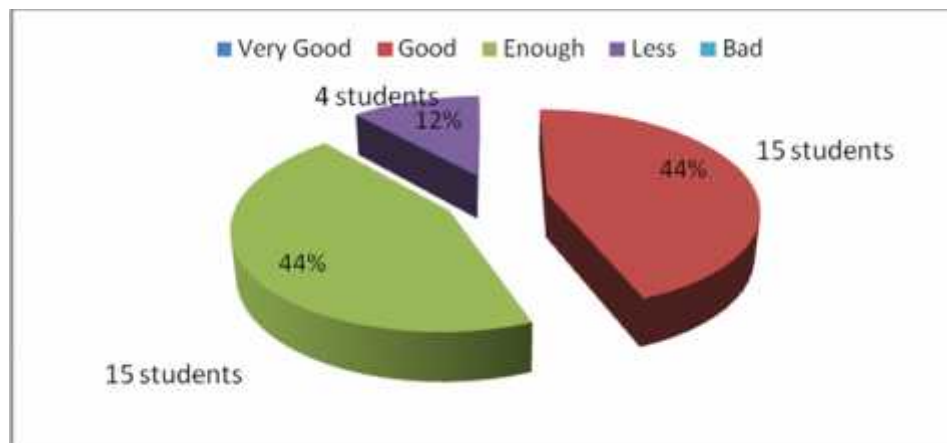
It can be seen, the percentage of good was 44 the percentage of enough was 44 and the percentage of less was 12. It was clear that 15 students were categorized into good in their ability in writing narrative paragraph.

3. **Students' Ability In Writing Narrative Paragraph Who Are Not Taught By Using SPAWN Strategy**

   a. Description of Students' Pre-test Scores from Control Class

   The following table is the description of students' pre-test scores from control class.

Table IV. 5
The Score Of Pre-Test for Control Class

No	Students	Score
1.	Student 1	44
2.	Student 2	46
3.	Student 3	48
4.	Student 4	50
5.	Student 5	46
6.	Student 6	46
7.	Student 7	58
8.	Student 8	42
9.	Student 9	54
10.	Student 10	46
11.	Student 11	48
12.	Student 12	40
13.	Student 13	44
14.	Student 14	50
15.	Student 15	46
16.	Student 16	58
17.	Student 17	46
18.	Student 18	50
19.	Student 19	46
20.	Student 20	42
21.	Student 21	48
22.	Student 22	54
23.	Student 23	52
24.	Student 24	44
25.	Student 25	42
26.	Student 26	44
27.	Student 27	42
28.	Student 28	44
29.	Student 29	48
30.	Student 30	42
31.	Student 31	48
32.	Student 32	44
33.	Student 33	42
34.	Student 34	50

Based on the table above, it can be seen that there was 1 students who got score 40 (2.9%), 6 students got score 42 (17.6%), 6 students got score 44 (17.6%), 5 student got score 48 (14.7%), 4 students got score 50 (11.8%), 1 student got score 52 (2.9%), 2 students got score 54 (5.9%), and 2 students got score 58

(5.9%). The highest frequency is 7 at the score of 46. The total frequency is 34.

To make it clear see the table below:

Table IV.6
Statistical Description of Students'
Pre-test Scores from Control Group

N	Valid	34
	Missing	0
Mean		46.88
Std. Error of Mean		.770
Median		46.00
Mode		46
Std. Deviation		4.491
Variance		20.168
Range		18
Minimum		40
Maximum		58
Sum		1594

From the table above, it shows that mean of the data is 46.88, standard error of mean is 0.770, median is 46.00, mode is 46, standard deviation is 4.491, variance is 20.168, range is 18, minimum score is 40, maximum score is 58 and the total score is 1594. Then, the interpretation of students' score categories can be seen through the following chart:

48
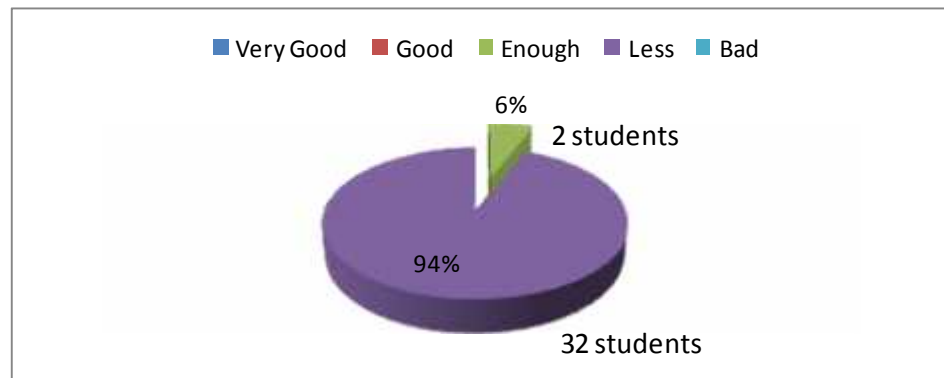
It can be seen, the percentage of enough was 2 and the percentage of less was 94.

b. Description of students' Post-test Scores from Control Class

The following table is the description of students' post-test scores from control class.

Table IV. 7
The Score Of Post-Test For Control Class

No	Students	Score
1.	Student 1	70
2.	Student 2	44
3.	Student 3	56
4.	Student 4	62
5.	Student 5	60
6.	Student 6	44
7.	Student 7	42
8.	Student 8	72
9.	Student 9	66
10.	Student 10	50
11.	Student 11	56
12.	Student 12	62
13.	Student 13	46
14.	Student 14	67
15.	Student 15	50
16.	Student 16	60
17.	Student 17	64
18.	Student 18	44
19.	Student 19	46
20.	Student 20	62
21.	Student 21	64
22.	Student 22	58
23.	Student 23	50
24.	Student 24	66
25.	Student 25	56
26.	Student 26	50
27.	Student 27	48
28.	Student 28	58
29.	Student 29	58
30.	Student 30	56
31.	Student 31	48
32.	Student 32	56
33.	Student 33	46
34.	Student 34	64

Based on the table above, it can be seen that there was 3 students who got score 44 (8.8%), 3 students got score 46 (8.8%), 2 students got score 48 (5.9%), 4 students got score 50 (11.7%), 5 students got score 56 (14.7%), 3 students got

score 58 (8.8%), 2 students got score 60 (5.9%), 3 students got score 62 (8.8%), 3 students got score 64 (8.8), 2 students got score 66 (5.9), 1 student got score 67 (2.9), 1 students got score 70 (2.9). and 1 student got score 72 (2.9). The highest frequency is 5 at the score of 56. The total frequency is 34.

Table IV. 8
Statistical Description of Students'
Post-test Scores from Control Group

N	Valid	34
	Missing	0
Mean		55.91
Std. Error of Mean		1.437
Median		56.00
Mode		56
Std. Deviation		8.379
Variance		70.204
Range		30
Minimum		42
Maximum		72
Sum		1901

From the table above, it shows that mean of the data is 55.91, standard error of mean is 1.437, median is 56.00, mode is 56, standard deviation is 8.379, variance is 70.204, range is 30, minimum score is 42, maximum score is 72, and the total score is 1901. Then, the interpretation of students' score categories can be seen through the following chart:
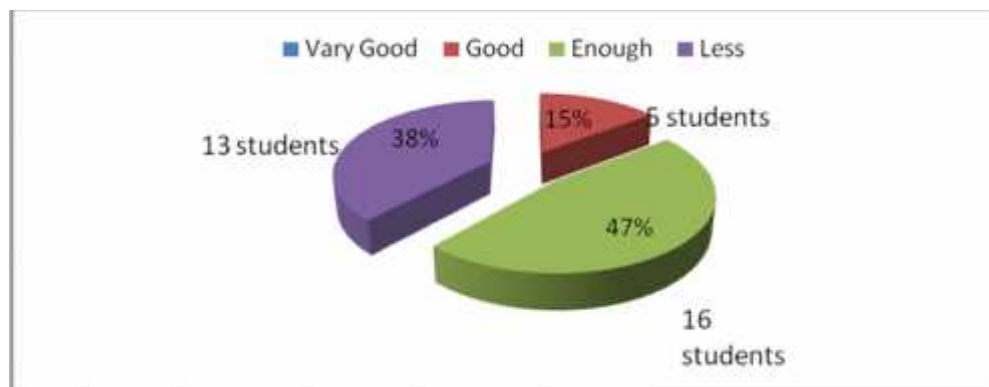
It can be seen, the percentage of good was 15 the percentage of enough was 47 and the percentage of less was 38. It was clear that 5 students were categorized into good in their ability in writing narrative paragraph

c. **The Significant Difference Of Students' Ability In Writing Narrative Paragraph Between Students Who Are Taught By Using SPAWN Strategy and Those Who Are Not Taught**

The following table presents the effect of using SPAWN strategy toward students' ability writing in narrative paragraph at the second year of SMAN 1 Batu Hampar Rohil Regency. It shows students' pre-test and post-test scores from control and experimental groups.

Table IV.9
Students' Pre-test and Post-test Scores from Control and Experimental Groups

Group Statistics

	Gain	N	Mean	Std. Deviation	Std. Error Mean
Score	1	34	12.35	7.992	1.371
	2	34	9.03	9.737	1.670

Gain   1=Post test – Pre test from experimental group

2= Post test – Pre test from control group

In the table above, gain score 1 was students' score from experimental group and gain 2 was students' score from control group. It shows the total students from both control group and experimental group are 68, where control group consists of 34 students and experimental group also cosists 34 students. The mean of experiment group is 12.35, and mean of control group is 9.03. Besides, the standard deviation of experimental group is 7.992, and standard deviation of control group is 9.737, And the standard error mean of experimental group is 1.371, and the standard error mean of control group is 1.670.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of using SPAWN strategy toward students' ability in writing narrative paragraph at the second year of SMAN 1 Batu Hampar. The data were divided into two groups; they were control and experimental groups. To analyze the data in the chapter III, the scores either from control or experimental group were analyzed by using t-test formula and it was analyzed through using SPSS 16.

1. Data Analysis of Students' Pre-Test Scores

The data of students' pre-test scores was obtained from the result of their writing narrative paragraph. The data can be described as follows:

Table IV. 10
Data Analysis Of Students' pre-Test Scores From Experimental Class

Score	Frequency	Fk	Pass Graduated Standard
42	1	42	Fail
44	2	88	Fail
46	4	184	Fail
48	4	192	Fail
50	6	300	Fail
52	6	312	Fail
54	2	108	Fail
56	2	112	Fail
60	2	120	Fail
62	1	62	Fail
66	3	198	Fail
70	1	70	Pass
Total	34	1788	

Based on the data obtained, there were 33 students who did not pass the graduated standard (SKL), or the score obtained < 70 while there was 1 student who passed the graduated standard (SKL), or the score obtained $\geq$ 70. The percentage of students who failed the graduated standard is as follow:

$$= \frac{33}{34} x \ 100\%$$

$$= 97.05\%$$

The percentage of students who pass the graduated standard is as follow:

$$= \frac{1}{34} x \ 100 \%$$

$$= 2.94\%$$

Besides, it can also be seen that the total frequency is 34 and the total scores is 1788

2. **Data Analysis of Students' Post-Test Scores**

The data of students' post-test scores are obtained from the result of their writing narrative paragraph. The data can be described as follows:

Table IV. 11
Students' Post-Test Scores Of Experimental Class

Score	Frequency	Fk	Pass Graduated Standard
52	1	52	Fail
54	3	162	Fail
56	3	168	Fail
58	2	116	Fail
60	3	180	Fail
62	3	186	Fail
64	4	256	Fail
66	2	132	Fail
70	3	210	Pass
72	3	216	Pass
74	3	222	Pass
76	2	152	Pass
78	2	156	Pass
Total	34	2208	

Based on the data obtained, there were 21 students who did not pass the graduated standard (SKL), or the score obtained < 70 while there were 13 students who passed the graduated standard (SKL), or the score obtained ≥ 70. The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{21}{34} x\ 100\%$$

$$= 61.76\%$$

The percentage of student who passed the graduated standard is as follows:

$$= \frac{13}{34} x\ 100\ \%$$

$$= 38.23\%$$

Besides, it can also be seen that the total frequency is 34 and the total scores is 2208

3. Data Analysis of Students' Pre-Test Scores for Control Class

The data of students' pre-test scores were obtained from the result of their writing narrative paragraph. The data can be described as follows:

Table IV. 12
Students' Pre-test Score From Control Class

Score	Frequency	Fk	Pass Graduated Standard
40	1	40	Fail
42	6	252	Fail
44	6	264	Fail
46	7	322	Fail
48	5	240	Fail
50	4	200	Fail
52	1	52	Fail
54	2	104	Fail
58	2	116	Fail
Total	34	1594	

Based on the data obtained, there were 34 students who did not pass the graduated standard (SKL), or the score obtained < 70, it means that all the students did not pass graduated standard while doing pre test for control class. Besides, it can also be seen that the total frequency is 34 and the total score is 1594

4. Data Analysis of Students' Post-Test Scores for Control Class

The data of students' post-test scores were obtained from the result of their writing narrative paragraph. The data can be described as follows:

Table IV. 13
Students' Score Post-Test Control Class

Score	Frequency	Fk	Pass Graduated Standard
42	1	42	Fail
44	3	132	Fail
46	3	138	Fail
48	2	96	Fail
50	4	200	Fail
56	5	280	Fail
58	3	174	Fail
60	2	120	Fail
62	3	186	Fail
64	3	192	Fail
66	2	132	Fail
67	1	67	Fail
70	1	70	Pass
72	1	72	Pass
Total	34	1901	

Based on the data obtained, there were 32 students who did not pass the graduated standard (SKL), or the score obtained < 70 while there were 2 students who passed the graduated standard (SKL), or the score obtained ≥ 70. The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{32}{34} x \ 100\%$$

$$= 94.11\%$$

The percentage of student who pass the graduated standard is as follows:

$$= \frac{2}{34} x \ 100 \%$$

$$= 5.88\%$$

Besides, it can also be seen that the total frequency is 34 and the total scores is 1901.

D. Data Analysis of Independent T-Test Formula (SPSS Vs. 16.0)

The data of post test scores from control and experimental group were analyzed through using independent t test formula by using SPSS vs. 16.

Table IV. 14
Data Analysis Of Post-Test Scores From Control and Experimental Class

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	1	34	55.91	8.379	1.437
	2	34	64.94	7.835	1.344

Group 1 = Post test scores from control group

2 = Post test scores from experimental group

From the table above, it can be analyzed that mean from both group are significantly different, in which mean of post test of control group is 55.91 and mean of post test of experimental group is 64.94. Besides, standard deviation from both groups are also different, in which standard deviation of post test of control group is 8.379 and standard deviation of post test of experimental group is 7.835.

Table IV. 15
Data Analysis Of Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.083	.774	-4.590	66	.000	-9.029	1.967	-12.957	-5.101
	Equal variances not assumed			-4.590	65.705	.000	-9.029	1.967	-12.958	-5.101

From the table above, it can be seen that mean difference is 9.029, standard error difference is 1.967, lower difference is 12.96, and upper difference is 5.101. Sig. (2-tailed) is 0.000 that is smaller than 0.05. It means that H_0 is rejected and H_a is accepted. That is also proved by t test = 4.590 with df = 66 that is bigger than t_0 = 2.00 (at level 5%) and t_0 = 2.65 (at the level 1%). It means H_a is accepted. It can be concluded that there is significant effect using SPAWN

strategy toward students' ability in writing narrative paragraph at the second year of SMAN 1 Batu Hampar Rohil Regency.

Ha is accepted if $t_o > t_{table}$ or there is significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph.

Ho is accepted if $t_o < t - table$ or there is no significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph.

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{9.013^2}{9.013^2 + 34 - 2}$$

$$r^2 = \frac{81.234169}{113.234169}$$

$$r^2 = 0.7173$$

To find out the percentage of coefficient effect (K_p), it is used the following formula:

$$K_p = r^2 X 100\%$$

$$K_p = 0.7173 X I00\%$$

$$K_p = 71.73\%$$

From the result of the percentage of coefficient effect above, it can be seen the variation of SPAWN strategy contributed 71.73% for students' ability in writing narrative paragraph. Based on the explanation above, the writer wants to answer the question of formulation problem they were:

1. Mean of the students' ability in writing narrative paragraph who are taught by using SPAWN strategy at the second year of SMAN 1 Batu Hampar Rohil Regency is 64.94, it is concluded that the students' ability in writing narrative paragraph is categorized as enough, but it is more higher than mean of students' ability in writing narrative paragraph who are not taught by using SPAWN strategy at the second year of SMAN 1 Batu Hampar Rohil regency.

2. Mean of the students' ability in writing narrative paragraph who are not taught by using SPAWN strategy at the second year of SMAN 1 Batu Hampar Rohil regency is 55.91, it is concluded that the students' ability in writing narrative paragraph is categorized as enough.

3. From the research findings, t test = 4.590 with df = 66 that is bigger than $t_0 = 2.00$ (at level 5%) and $t_0 = 2.65$ (at the level 1%), it means H_a is accepted. It can be concluded that there is significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph at the second year of SMAN 1 Batu Hampar.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about The Effect of Using SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If?, and Next) Strategy toward Students' Ability in writing Narrative Paragraph at the Second Year of Senior High School 1 Batu Hampar Rohil Regency, comes to the conclusion as follows:

1. Mean of the students' ability in writing narrative paragraph who are taught by using SPAWN strategy at second year of SMAN 1 Batu Hampar Rohil Regency is the categories as enough

2. Mean of the students' ability in writing narrative paragraph who are not taught by using SPAWN strategy at second year of SMAN 1 Batu Hampar Rohil regency is the categories as enough

3. There is significant effect of using SPAWN strategy toward students' ability in writing narrative paragraph at the second year of SMAN 1 Batu Hampar.

B. Suggestion

Based on the research findings, the writer would like to give some suggestions especially to the teacher and to the school. From the conclusion of the research above, it is known that using SPAWN (Special Powers, problem solving, alternative Viewpoints, what if?, and Next) strategy can be one of effective strategy used by the English teacher. Because of that, SPAWN (Special Powers,

Problem Solving, Alternative Viewpoints, What If?, and Next) Strategy can be one of the choices for the English teacher in order to help students' ability in writing narrative paragraph. Therefore, English teacher should know how to teach writing especially in narrative paragraph by using SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If?, and Next) Strategy. Besides, teacher should also use many ways to encourage students' writing ability as in the following:

a. Teachers should construct creative and enjoyable learning for students.

b. Teachers should support their strategy by using interesting media.

c. Teachers can encourage students' awareness about the importance of writing for their life.

d. Teacher makes writing as habitual activities for students in the school.

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